Dropout and Graduation Rates

Reporting, Formulas and Differences

Project EASIER Fall Workshop

2006

Iowa Department of Education

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Dropouts and Graduates

- Dropout and Graduates are high stakes data.

- Dropout rates are calculated based on one year's worth of data.

- Graduation rates are calculated based on 4 years worth of data.

- The current model for graduation rate uses 1 year of grad data and 4 years of dropout data.

Dropouts and Graduates

NOTE: Starting with the graduating class of 2008, dropout data will no longer be used in the calculation of the graduation rate.

Dropouts – Dropout Rates

Dropout Definition

Iowa's definition matches the National Center for Education Statistics (NCES) definition for a dropout.

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year, or

Dropout Definition (continued)

2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before), and

3. Has not graduated from high school or completed a state or district-approved educational program; and

4. Does not meet any of the following exclusionary conditions:

   a) transfer to another public school district, private school, or state or district-approved educational program

   b) temporary school-recognized absence due to suspension or illness

   c) or death.

Students who satisfy one or more of the following requirements are not considered dropouts:

1. Completed requirements for graduation.

2. Completed an education program formally recognized by school authorities for students not addressing graduation or school completion requirements.

3. Attended summer school only in the district but was never considered in the district membership.

4. Transferred to another school and is counted in that school.

5. Not yet in school membership, but family has indicated intentions to enroll late.

6. Long-term absence due to illness and not receiving educational services.

Students Not Considered Dropouts (cont.)

7. Suspension/expulsion with the option to return and the suspension/expulsion period has not expired.

8. Expelled or transferred to another district.

9. Was transferred to a district-approved alternative high school.

10. Left the country.

11. Transferred to home schooling.

Students Considered Dropouts

A student in a **GED** program **is considered a dropout**.

A student in a Community College **Adult Education** program **is considered a dropout.**

Dropouts – Data Collection

- Students that drop out during the 2005-2006 school year but return to school prior to October 1, 2006, are not considered dropouts for the 2005-2006 school year.

- Because of the above requirement, dropouts are reported in the spring data collection but the dropout data is verified and certified the following fall.

- The unique state student ID will help identify students that may have dropped out during the 2005-2006 school year but returned to another district prior to October 1, 2006.

- Dropout data availability is almost a school year behind.

Dropouts – Coding of Students

- In 2004-2005, students with an exit code of 4 (dropout) were displayed on the post-fall EASIER dropout report

- In 2005-2006, the post-fall EASIER dropout report will be modified to include students that were enrolled in the fall of 2005 but were not enrolled in the spring of 2006 or the fall of 2006, and had no exit record.

- Although these students won't be reported as dropouts for the 2005-2006 report, they will be for the 2007-2008 report.

Dropouts – Tracking a Student

- Bart was enrolled in District A until he dropped out in January 2006. In the Spring EASIER submission Bart has an exit record of 4 (dropout).

- Bart re-enrolls in District B in August of 2006. He is included in District B's fall EASIER submission.

- Although District A was unaware that Bart had re-enrolled in District B, the dropout report will show that Bart (will show his state student ID) has been removed from District A's dropout report for the 2005-2006 school year.

Dropouts – Data Collection Forms

Dropouts – Data Collection Forms

Statewide IDs –

Project EASIER Data Collection

Exit Code (Very important to accurately code a student who is no longer enrolled in a school/district)**:**

1. Transferred
2. Open-Enrolled Out
3. Tuitioned - out District Paid
4. **Dropout**
5. Expelled (Student no longer allowed to attend School due to board action)
6. Reached Maximum Age (21 for regular and 24th birthday for special ed. student)
7. Deceased
8. **Graduated from high school**
9. Illness
10. Whole Grade Sharing Out To Another District
11. Tuitioned Out - Parent Paid
13. No Show (new)
14. End or Change Enrollment (new)

Statewide IDs –

Project EASIER Data Collection

Edit on enrollment, graduate, and exit codes (Dropout Application in February 2006 for 2004-05 data):

- Over 110 students were originally coded with an exit code 4 (dropout) in the spring of 2005 and were changed to an exit code 1 (transferred) or an exit code 8 (graduated) in February 2006 per district data edits

- More than 170 students were reported as actively enrolled students in the spring of 2005 and were changed to dropouts in February 2006 per district data edits

- Over 800 students were coded as dropouts in the spring of 2005 and were no longer counted as dropouts since they were identified by their state student IDs as enrolled in the Fall of 2005

Dropouts - Data

- The Department of Education publishes dropout rates each year in the Annual Condition of Education Report.

- Prior to the 2004-2005 school year, districts reported the number of dropouts by race/ethnicity, gender and grade level.

- Beginning with the 2004-2005 school year, all dropout data was obtained at the student level and then summed to the district level.

Dropouts – Dropout Rate Formula

The Dropout Rate Formula for Grades 7-12 for a Specific Year is:

(Sum(Grade 7 through Grade 12 Dropouts))/(Sum(Grade 7 through Grade 12 Enr.))

The Dropout Rate for Grades 7-12 for 2004-2005:

(3+12+486+677+848+1,293)/(37,521+38,097+41,196+39,580+36,940+36,434) =

3,319/229,768 = **1.44%**

The Dropout Rate Formula for Grades 9-12 for a Specific Year is:

(Sum(Grade 9 through Grade 12 Dropouts))/(Sum(Grade 9 through Grade 12 Enr.))

The Dropout Rate for Grades 9-12 for 2004-2005:

(486+677+848+1,293)/(41,196+39,580+36,940+36,434) =

3,304/154,150 = **2.14%**

Dropouts – Dropout Rates

Iowa Public School Dropout Rates

Grade 9-12 Dropout Rate   Grade 7-12 Dropout Rate

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Grade 9-12	2.92%	2.56%	2.57%	2.70%	2.41%	1.98%	2.35%	2.14%
Grade 7-12	1.98%	1.74%	1.75%	1.85%	1.62%	1.34%	1.58%	1.44%
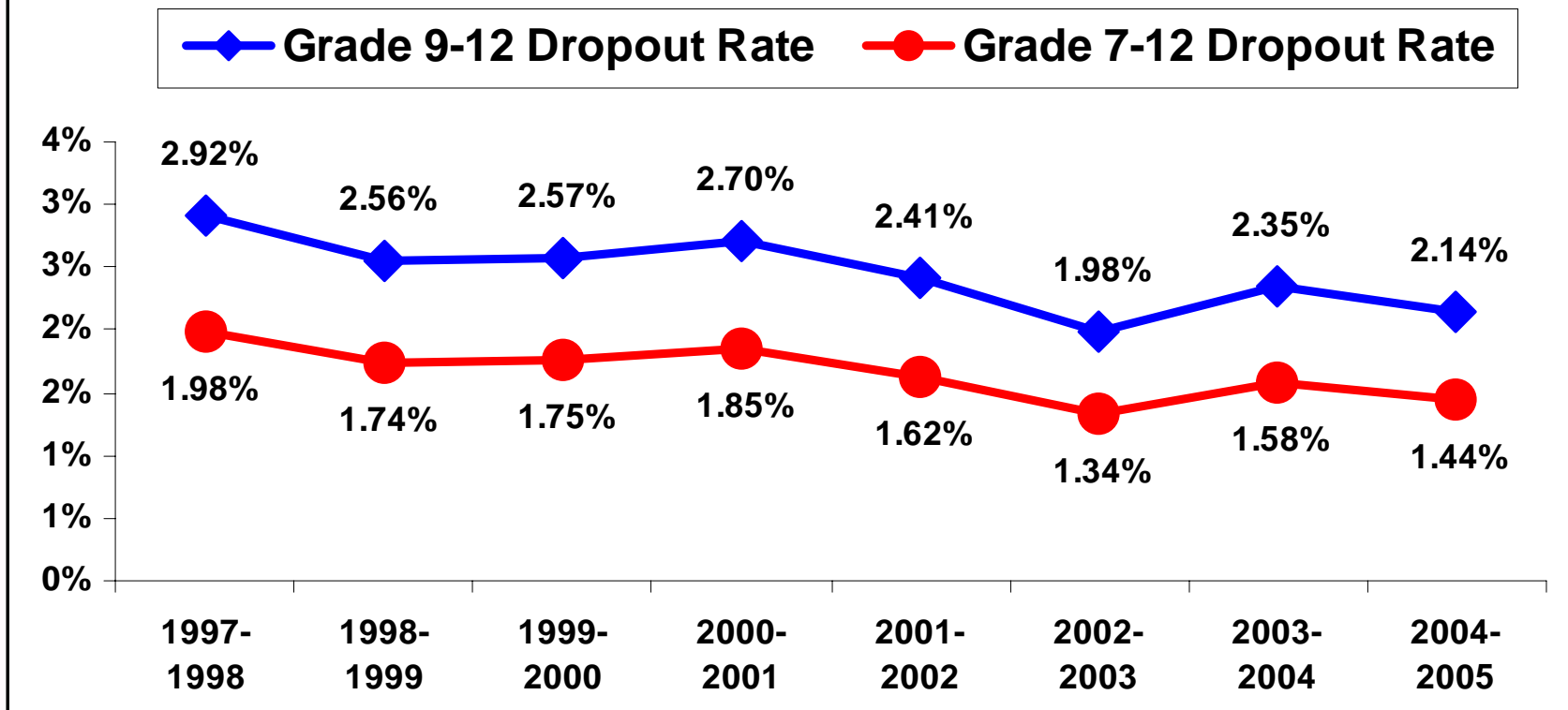
Dropouts – Dropout Rates

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Graduation Rate Topics

- Graduation Rates –
  Who is a Graduate? Who is NOT a Graduate?

- Current Model Used by Department
  (Current to Class of 2007)

- Iowa Class of 2008 – New Methodology
  (True Cohort Graduation Rates)

Graduation Rates –
Who is a Graduate?

- Students receiving a Regular Diploma – given to most students for completing all unmodified graduation requirements.

- Students receiving a Regular Diploma from an alternative placement within the district or who have had the requirements modified in accordance with a disability.

Graduation Rates –
Who is NOT a Graduate?

- Other Completers – students that finished a high school program, but did not earn a diploma.

- GED students – students that received a GED are not counted as graduates and in fact will be counted as dropouts.

- Community College Adult Education Program Diploma recipients – these students are not counted as graduates and will also be counted as dropouts.

Iowa Public School District Graduation Rates

- Currently estimated.

- Will be estimated for the graduating classes of 2006 and 2007.

- Estimates based on the number of graduates and the number of dropouts for that graduating class.

- The number of years a student takes to graduate is not currently known and is not considered when calculating the estimated graduation rate.

  - EXAMPLE – a student that graduated in 2005 but took five years to graduate will be counted with the graduating class of 2005 in the estimated graduation rate.

Current Model Used by Department

Formula I: Longitudinal Model

$$GR_i \equiv \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where:

GR_i is the graduation rate for a given year i.

G_i is the number of students achieving a regular high school diploma for year i.

D_i is the number of dropouts in grade 12 for year i.

$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year (i-1).

$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year (i-2).

$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year (i-3).

2004-2005 Iowa Public School Graduation Rates Using the Formula I

Number of Graduates School Year Ending 2005 = 33,547

9th Grade Dropouts School Year Ending 2002 = 502

10th Grade Dropouts School Year Ending 2003 = 651

11th Grade Dropouts School Year Ending 2004 = 1,012

12th Grade Dropouts School Year Ending 2005 = 1,292

Graduation Rate = 33,547 /(33,547 + 502 + 651 + 1,012 + 1,292)

= 33,547 /37,004 **= 90.7%**

2004-2005 Iowa Public School Graduation Rates Using the Formula I

2004-05 Graduation Rate = 90.7%
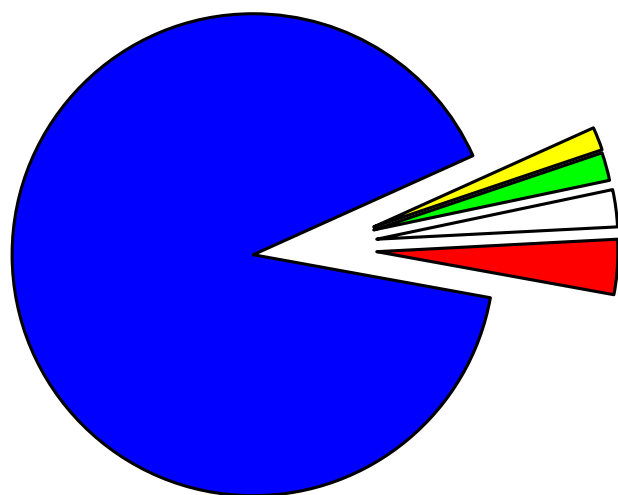
- GRADS 2005
- G9_Dropout 2002
- G10_Dropout 2003
- G11_Dropout 2004
- G12_Dropout 2005

Iowa Public School Graduation Rates Using the Formula I

Iowa Public School Graduation Rates
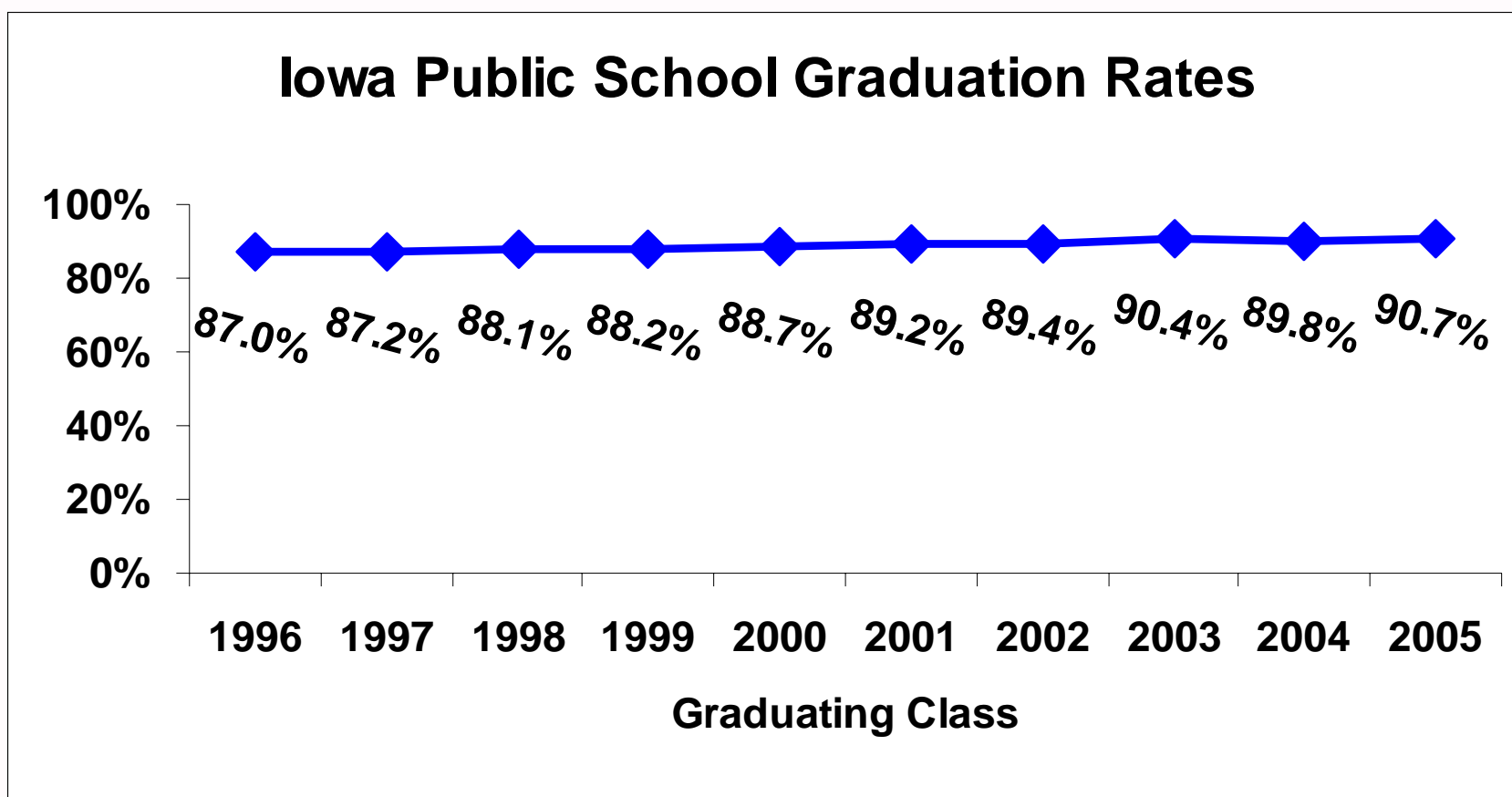
Current Model – Strengths and Weaknesses

Strengths

- Data availability – data for this model have been reported by school districts for a number of years.

- Districts with declining enrollments due to students transferring will not have understated cohort graduation rates – using only 12th grade graduates and the dropouts for that cohort of graduates.

- Districts with increasing enrollments will not have graduation rates over 100% (other models provide this potential).

Current Model – Strengths and Weaknesses

Weaknesses

- The model provides an estimated graduation rate and not a true cohort graduation rate.

- Data is not truly reflective of the cohort graduating class – students that took longer than four years to graduate are unknown at the state level.

- Individual students that drop out multiple times can impact the graduation rate negatively.

Statewide IDs – New Graduation Rate Formula

New Graduation Rates will measure true cohorts.

- Statewide ID system implemented in the summer of 2004.

- Actual graduation rates of 9th graders in the 2004-2005 school year is now possible (graduating class of 2008). The graduation rate formula for the class of 2008 has not yet been finalized.

- NCLB requirement is for non-special education students to graduate in 4 years.

- For Iowa, starting with the graduating class of 2008, dropout data will not be used in the calculation of the graduation rate.

- The number of Dropouts will no longer be included in the calculation of the graduation rate (at least not directly).

On-Time 4 Year Graduation Rate Model Using Unique Statewide ID's

$$\text{Grad Rate} = B / (A - T_{out} + T_{in})$$

A = number of 9th graders four years ago.

B = number of graduates (with a regular diploma) in the current year that were in the 9th grade class four years ago (A), plus the number graduates who transferred in from other schools in the last four years.

T_{out} = number of transferred out, i.e., the number of students from the freshman class (A) who transferred to another school, or died, prior to graduation.

T_{in} = The number of transferred in, i.e., the number of students who were not members of the original freshman class (A) but were in the corresponding senior class. Included are: students who transferred in from other schools in the last four years, and also students from other classes who graduated in fewer than four years.

On-Time 4 Year Graduation Rate (cont):

$$\textbf{Grad Rate} = \textbf{B} / (\textbf{A} - \textbf{T}out + \textbf{T}in)$$

Example:

A = The number of 9th grade students in the fall of 2004 = 50

B = The number of graduates in spring of 2008 that were in the 9th grade class four years earlier (45) + the number graduates who transferred in (2) = 47

Tout = The number of students from the 9th grade class that transferred = 10

Tin = The number of transferred in, i.e., the number of students who were not members of the original freshman class (A) but were in the corresponding senior class. Included are: students who transferred in from other schools in the last four years, and also students from other classes who graduated in fewer than four years = 10

Therefore:

$$\textbf{GR} = (47/ (50 - 10 + 10)) = 47 / 50 = 94.0\%$$

NCLB Model 4 Year Graduation Rate Using Unique Statewide ID's

Calculation of students that graduated in 4 years but remove Special Education students that didn't graduate in four years and were still enrolled.

$$\textbf{Grad Rate} = \textbf{C} / (\textbf{A} - \textbf{T}out + \textbf{T}in - \textbf{Sped})$$

A = the number of 9th graders four years ago.

C = the number of graduates (with a regular diploma) in the current year.

Tout = the number of transferred out, i.e., the number of students from the freshman class (A) who transferred out, or died, prior to graduation.

Tin = the number of transferred in, i.e., the number of students who were not members of the original freshman class (A) but were in the corresponding senior class. Included are: students who transferred in from other schools in the last four years, and also students from other classes who graduated in fewer than four years.

Sped = the number of special education students that were part of the 9th grade class four years ago (A) and are still enrolled, but did not graduate in four years.

NCLB Model 4 Year Graduation Rate Using Unique Statewide ID's (cont):

$$\textbf{Grad Rate} = \textbf{C} / (\textbf{A} - \textbf{T}out + \textbf{T}in - \textbf{Sped})$$

A = the number of 9th graders four years ago = 50.

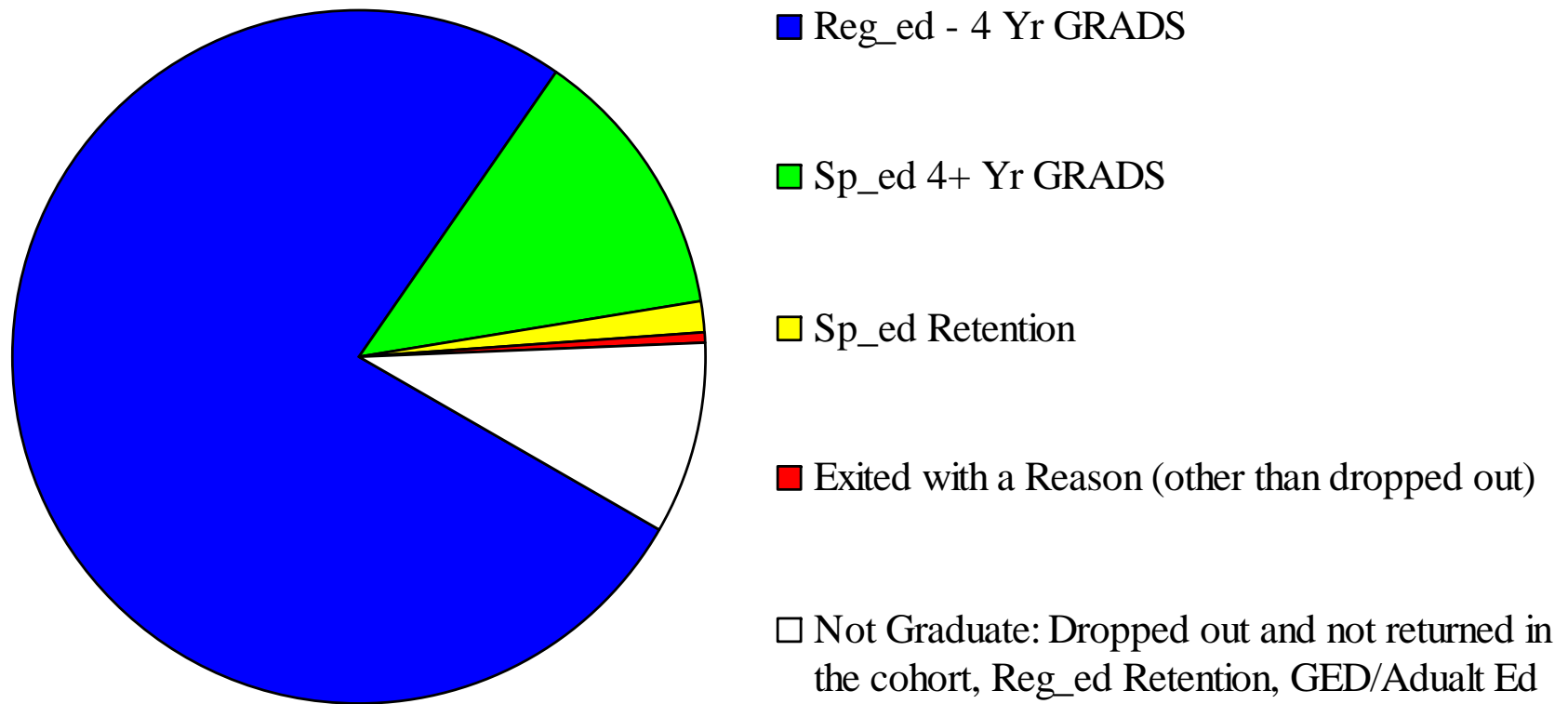C = the number of graduates (with a regular diploma) in the current year = 45

Tout = the number of transferred out, i.e., the number of students from the freshman class (A) who transferred out, or died, prior to graduation = 10

Tin = the number of transferred in, i.e., the number of students who were not members of the original freshman class (A) but were in the corresponding senior class. Included are: students who transferred in from other schools in the last four years, and also students from other classes who graduated in fewer than four years = 10

Sped = the number of special education students that were part of the 9th grade class four years ago (A) and are still enrolled, but did not graduate in four years = 4

Therefore: Grad Rate = 45 / (50 – 10 + 10 – 4) = 45 / 46 = 97.8%

2004 'Freshmen' Vs. 2008 Graduates

- ■ Reg_ed - 4 Yr GRADS
- ■ Sp_ed 4+ Yr GRADS
- □ Sp_ed Retention
- ■ Exited with a Reason (other than dropped out)
- □ Not Graduate: Dropped out and not returned in the cohort, Reg_ed Retention, GED/Adualt Ed

Graduation Rates Using Unique Statewide ID's

- The Unique State Student ID will allow for the calculation of true cohort graduation rates.

- The previous slides showed potential models that can be used.

- Issues in calculating school district/building graduation rates include:

    - Transfer students in – if not part of the 9th grade class (transferred in after grade 9), should they be counted in the graduation rate of that class?

    - Alternative High School Students – these students may take longer than 4 years to graduate and will lower the NCLB graduation rate.

    - Others?

Questions???